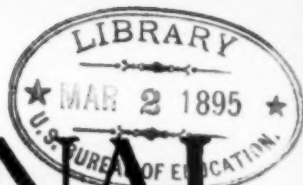


# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.



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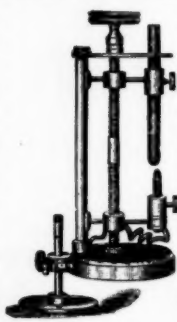
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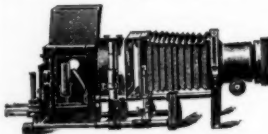
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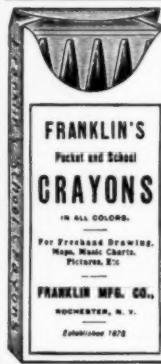
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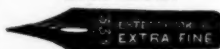
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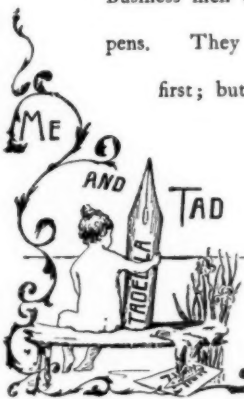
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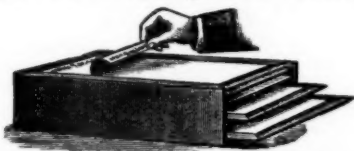
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. L.,

For the Week Ending March 2

No. 9

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The business department of THE JOURNAL is on page 227.

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## Fixed Purposes.



It is most important that in such a many-sided thing as practical education the teacher has fixed, definite educational purposes. Of course, any teacher may say that he has the definite purposes day by day of keeping order, demanding study, requiring answers to questions, and the accumulation of knowledge; but such educational purposes are altogether too narrow and the results are painfully inadequate. Many a parent brings up a family rightly in his estimation, when he supplies them with food and clothing. The purposes of the teacher must then take in the whole child; he must aim at a moral growth, especially. This is generally conceded, but in saying this, the New Education is charged with indefiniteness; and hence the proposition is that the teachers have definite purposes.

There are seven problems that will come up before the thinking teacher, and even if he has considered them daily for years he will find that they are of so large dimensions that he may continue to still meditate upon them. What is the chief aim of education? What is the relative value of studies proposed in school? How to produce unity through the different studies? How to arouse a character-forming interest? How to employ and continue the natural inductive tendencies so that there shall eventuate industrious, exact, and pleasurable habits of investigation? How interpret new ideas by the aid of old ones? How promote the formation of a moral will?

These problems are the ones that will place themselves before the teacher at each turn of the way, and demand of him consideration; he cannot evade them if he would; and he would not if he could, for it is the light that comes from a consideration of such problems that enables him to place his feet securely. The class may have come to the recitation bench and have answered the questions asked, but the teacher will not be satisfied unless he sees that the aim has been education and not knowledge; one is permanent and the other likely to be evanescent.

The relative value of the school studies must be the object of solicitous thought: once it was arithmetic that ranked the highest, because the pupils could be so readily drilled upon that. This is the reason Latin and Greek are pursued in college; the student can be made

to work upon them. But arithmetic is bound to follow grammar and be reckoned as a formal study and not as a character-forming one, useful but vastly over-rated. The teachers are gradually coming to the conclusion that it is *life* that educates, and are considering how to bring that into the school-room. Once the child was taught the alphabet and then he learned to spell and read; now an object is put before him and he is taught to write about that, just as he has aforetime learned to talk about it. Without taking the logical steps it is sufficient to say here that the story, the biography, the history, the poem form the first great division of studies; the world the next; and the formal studies the last.

As the class comes before the teacher he will aim to unify the knowledge that is obtained. Not only must there be distinct and accurate ideas (the main aim usually); they must be closely and widely related. How often does he feel the weakness of the preceding teacher in the inability of his pupils to recall the isolated facts that were put before them and were supposed to be learned! Concentration is indispensable. The tendency to add to the number of studies and not relate the increased materials is upon us. To relate properly is a work only able teachers can perform, and these do not abound at present. The aim must be to weld all into an unity. It may be added that a method by which the formal studies shall be prominent as has been demanded and is, and yet culture be the result, has not been devised.

That interest shall be many-sided is conceded. The interest that has been thought sufficient has been founded in a prize of some kind, a place at the head of the class, a book, a watch, or even money. But this has been seen to be a great error. There are permanent interests that arise in the subject itself and spring up naturally if the subject is appropriate for the mental development that exists. This does not mean that severe and continuous effort are not to be made. When one sees what young men will do in ball-playing or in bicycle riding with no prize offered or expected, he need not say the pupil in school will not study without one. It is a question of interest; it is interest that carries the will. If the child is not interested it is altogether probable that the subjects of study are not well chosen. And this brings us back to the question as to the selection of studies. A child with a book in his hand may read with the utmost indifference "The cat can run," but if he sees her run and is taught the words, he produces the sentence with a burst of joy. This indicates the line of procedure.

But this thought will come up: is it not possible to create a permanent interest? And it certainly is. A pupil who has been rightly taught hungers for the hour when the school doors will open. It has given a mo-

mentum to his life. It has created a force that will last all his life; he will look back to those years when he had an interest, for then he was happy. So that it is a question of the highest importance now to create a permanent interest.

The tendency of the school has been to place a perfect reliance on words, definitions, and rules; the demand of the mind is for the real world. The protest against the word-accumulating method was finally heeded, and objects were brought into the primary school; later on it has been found that the definition and the rule must come from a personal inspection by each pupil. The natural method by which the mind obtains its general ideas must be followed; the power of induction demands a gradual accumulation of concrete materials upon which it can work and reason towards conclusions. Permanent interests come, then, by allowing the natural movements of the mind to operate. This is but saying that education is a natural process.

The term Apperception is a comparatively new one in the pedagogical world. The pupil is going from the old to the new day by day; the new is interpreted in the light and by the aid of the old. The new enters into combination with the old; it is an organic combination, however. The interpretation of the new by means of the old gives pleasure so that there is a definite relation between interest and apperception. The new comes into relation to our previous stock of ideas, is assimilated with it, and obtains power and significance. To know the laws of mental procedure in apperception is indispensable to the successful teacher.

Finally the new education aims to train the will. The interests of the child control its will. The feelings need cultivation as much as the mental powers. If a boy is praised for sympathy and kindness, for generosity, charity, and a forgiving spirit, for loving knowledge, honesty, and uprightness, it stimulates him to practice these virtues. It is possible to produce strong habits of feeling and thus lay the foundation of solid character; such habits become forces that act upon the will. This is what is meant in general by training the will. It is one thing to fix a rule and demand obedience; it is another to instil moral convictions and train the child to live in accordance with them.

The above is a brief and imperfect summary; each of the seven subjects could be made into a treatise.

### The Spirit of the Teacher.

"As is the teacher so is the school"—a maxim trite, but forever true. As is the teacher's interest in a given subject, so is the interest of the pupil, and so the strictly ethical effects. One of the saddest sights on earth is a half-dead teacher, working upon a half-dead class, the product of his own handicraft. As, on the other hand, one of the most beautiful, is the inspiring teacher before a class, made sharers of his own spirit, throbbing with a certain newness of life and sense of growing power. I have seen the mere Gerund-grinder, or numerical Babbage machine, monotonously laboring at a creaking crank, and turning out mechanisms the image of himself, and I have seen too, the Artist teacher, a happy union of cultured brain and loving heart, working even upon the inert product of the spiritless tradesman with results typified in the dream-visions of the prophet. "What a marvelous change! How soon is there a shaking of the dry bones, a movement of flesh and sinews and covering skin, and a soul created under the ribs of death?"—J. A. MACLELLAN.

### Observation in Grammar Schools. I.

By LOUISA PARSONS HOPKINS.

#### NATURE STUDY.

One of the most frequent complaints on the part of the teachers is that there is no material for nature study. I reached a school-house in one of the suburbs of Boston on a very cold morning last winter. The building was surrounded by trees, some evergreens, but chiefly those whose boughs were bare and about whose roots were heaped the fallen leaves. Some snow birds hopped here and there and cones, horse-chestnuts, and acorns lay upon the ground. After sitting a while in the room I suggested to the teacher that I would like to hear a nature lesson. To my surprise she answered, "I have given up the lessons for the present because we have nothing for observation; in the fall we did a good deal with the leaves, and in the spring with the buds; of course in the summer we had the flowers to use, but now there is really nothing. What should you do?"

I called the attention of the class at once to the window, and they answered my various questions about the trees we could see, their stems, their trunks, their wood, their fruit. They got pieces of the stems, small branches of the firs and some of the cones and acorns and within a half-hour we had a stock of material from those trees which would furnish the lessons for a season; the veining of the dead leaves, the buds on the stems, the grain of the wood, the bark and the preparation of the tree for its next year's work, more than filled up the time with topics of interest, while bright eyes and busy fingers were actively engaged in investigation. "Why," said I to the teacher, "it seems you have more material right here than you could use in a whole season, not to speak of the snow, the ice, the birds, and the rocks and soil which you can study all around you." The blush deepened on her face, as she said, "I don't know why I didn't think of any of these things, but I suppose because I am so used to seeing them that I forgot them."

Another day I visited a class in the midst of the poorer and crowded districts, where nature certainly seemed banished from the view and the school-room itself hardly suggested anything natural or beautiful. The usual routine of lessons, arithmetic, spelling, geography, etc., went on, disturbed only by the occasional reproof to those who were not interested and therefore disorderly. "What do you do for the nature lessons?" I ask. "Why, just look at those boys, Mrs. H. and then think of the streets around us and think how impossible it is for them to see anything of nature. We simply have to omit that part of the program in the winter, as we have no cabinet of minerals even. So I began to talk to the boys about my watching the horses feet while I waited for a car on my way to school. They waked up at once and gave results of their common observation which was full of information and in the lively talk which ensued, we discussed typical shapes of horses' feet and their indication of the habits and peculiar uses, the shape and nature of the hoof, horse-shoes, and the training and intelligence of horses, how they express their wishes and their relations to man. The class were all eager to tell what they knew so well. Some of the boys were occupied daily more or less in stables and I appointed certain boys to study certain things about the subject. We managed before we were through to deduce from their knowledge of the rudimentary toes the facts of the geological evolution of the horse. The teacher was thoroughly convinced that there were some things in the observation of nature which those boys could do in the conditions which she had thought so discouraging and I don't believe they let the subject drop at once, there was so much to be looked up and so much knowledge already accumulated through their natural interest in the subject.

(TO BE CONTINUED.)

# Report of the "Committee of Fifteen" on Elementary Schools.

About two years ago the National Department of Superintendence appointed a committee of fifteen to report on problems of public elementary education. Dr. Maxwell was chosen as chairman. Three sub-committees consisting of members of the general committee were formed: One on the "Correlation of Studies," with Dr. Harris as chairman, one on "The Training of Teachers," with Supt. H. S. Tarbell as chairman, and one on "The Organization of School Systems in our Large Cities," with President A. S. Draper as chairman. The investigations and deliberations of the committee were embodied in an elaborate report, which was laid before the Department of Superintendence at its recent meeting at Cleveland, Ohio, and there discussed. It will be published in full in the *Educational Review* for March.

(Copies of this special number of the *Review* may be obtained at 35 cents per copy, postpaid, by addressing E. L. Kellogg & Co., 61 East 9th street, New York City.)

## Correlation of Studies in Elementary Education.

The report of the sub-committee on "The Correlation of Studies in Elementary Education" is a most valuable pedagogical treatise on elementary school studies and as such forms an admirable complement to the well-known report of the "Committee of Ten" on high school studies. Several of the suggestions will be discussed in special articles in *THE JOURNAL*. It is hoped that the report of this sub-committee will be issued separately and copies of it widely distributed among elementary school teachers.

The New York *Evening Post* in an article evidently written by an educator thoroughly in sympathy with the theory of pedagogy as developed by the followers of Herbert, says:

"The part of the report treating of the correlation of studies is from the pen of Dr. Harris. While very valuable in many ways, and susceptible of being used to great advantage, it is disappointing in that it almost completely ignores what many teachers believe to be the really important element in correlation. The practical situation in which the elementary school finds itself is this: The rapid and increasingly complex development of the demands of modern life has added largely to the burdens of the school. More must be taught, both in quality and in quantity, than was formerly the case. The time remains as limited as it ever was. The real problem of correlation lies in the possibility of so treating the several school studies that they will become mutually dependent, occupy less time than when treated as independent wholes, and co-operate together to make what the followers of Herbert are fond of calling educative, or character-building, instruction. This point of view is evidently not acceptable to Dr. Harris, but a strong plea is made for it in the dissenting statements of Superintendent Gilbert, of St. Paul, and Superintendent Jones, of Cleveland.

"The value of this portion of the report consists in its full and careful analysis of the studies of the elementary school and of their respective values as educational instruments. Dr. Harris performs this task with skill and great learning, although assent to all of his propositions is impossible. Six years is ample time for the strictly elementary course, and to insist upon eight years is simply to yield to the influence of a bad but prevailing custom. Written English is more useful and more important than the report admits, and the argument adduced for postponing the use of the simpler algebraic processes and the study of plane geometry—the *Raumlehre* of the German schools—are in flat contradiction to the actual experience of many of the best teachers. As the discussion of this part of the report proceeds, many other shortcomings and defects, due largely to its point of view, will appear."

Some idea of the committee's estimate of the educational values of elementary school studies may be gained from the following schedule which shows the number of lessons to be given per week for each quarter of each year.

Reading. Eight years, with daily lessons.  
Penmanship. Six years, ten lessons per week for first two years, five for third and fourth, and three for fifth and sixth.  
Spelling Lists. Fourth, fifth, and sixth years, four lessons per week.

Grammar. Oral, with composition or dictation, first year to middle of fifth year, text-book from middle of fifth year to close of seventh year, five lessons per week. (Composition writing should be included under this head. But the written examinations on the several branches should be counted under the head of composition work.)

Latin or French or German. Eighth year, five lessons per week.

Arithmetic. Oral first and second year, text-book third to sixth year, five lessons per week.

Algebra. Seventh and eighth year, five lessons per week.

Geography. Oral lessons second year to middle of third year, text-book from middle of third year, five lessons weekly to seventh year, and three lessons to close of eighth.

Natural Science and Hygiene. Sixty minutes per week, eight years.

History of United States. Five hours per week seventh year and first half of eighth year.

Constitution of United States. Third quarter in the eighth year.

General History and Biography. Oral lessons, sixty minutes a week, eight years.

Physical Culture. Sixty minutes a week, eight years.

Vocal Music. Sixty minutes a week, eight years.

Drawing. Sixty minutes a week, eight years.

Manual Training, Sewing, and Cooking. One-half day each week in seventh and eighth years.

The following tabular exhibit shows more fully what suggestions are made for the work of the different school years:

BRANCHES	1 yr.	2 yr.	3 yr.	4 yr.	5 yr.	6 yr.	7 yr.	8 yr.
Reading	10 lessons a w'k				5 lessons a week			
Writing	10 lessons a w'k	5 lessons a w'k			3 lessons a w'k			
Spelling lists				4 lessons a week				
English Gram'r	Oral, with composition lessons				5 lessons a week with text-book,			
Latin								5 lessons
Arithmetic	Oral, 60 min-ut-s a week		5 lessons a week with text-book					
Algebra								5 lessons a week
Geography	Oral, 60 min-utes a week		*5 lessons a week with text-books				3 lessons a week	
Natural Science + Hyg'e	Sixty minutes a week.							
U. S. History							5 lessons a week	
U. S. Const'n								*5 les
General History	Oral, sixty minutes a week							
Physical Culture	Sixty minutes a week							
Vocal Music	Sixty minutes a week divided into 4 lessons							
Drawing	Sixty minutes a week							
Manual Train. or Sewing x Cookery							One-half day each	
No. of Lessons	20+7 daily exers.	20+7 daily exers.	20+5 daily exers.	24+5 daily exers.	27+5 daily exers.	27+5 daily exers.	23+6 daily exers.	23+6 daily exers.
Total Hours of Recit'ns	12	12	11 $\frac{3}{4}$	13	16 $\frac{1}{4}$	16 $\frac{1}{4}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$
Length of Recit'ns	15 min.	15 min.	20 min.	20 min.	25 min.	25 min.	30 min.	30 min.

\*Begins in the second half year.

## The Training of Teachers.

The report of the sub-committee on "The Training of Teachers" treats of the training of elementary and secondary teachers, considering first that training which should precede teaching in graded and ungraded elementary schools. It points out that a study of subjects without any study of the principles and methods of teaching is not sufficient. Modern educational thought and modern practice, in all sections where excellent schools are found, confirm the belief that there is a profound philosophy on which educational methods are



based, and that careful study of this philosophy and its application under expert guidance are essential to making fit the man born to teach.

As regards scholarship and general culture the committee believes that teachers of elementary schools should have at least a secondary or high school education; and teachers of high schools, a collegiate education. These minimum acquirements, it says, can be rightfully demanded. As a rule no one ought to become a teacher who has not the age and attainments presupposed in the possessor of a high school diploma. It is of course implied that the high school from which the candidate comes is known to be a reputable school, and that its diploma is proof of the completion of a good four years' course in a creditable manner. If these conditions do not exist, careful examination is the only recourse.

#### TEACHERS' TRAINING SCHOOLS.

Under the general term of training schools the committee comprises normal schools, normal classes in academies and high schools, and city training schools.

*Academic Studies.*—So far as training schools teach common branches of study, the committee holds, they are doing what other schools are doing, and have small excuse for existence; but it may be granted that methods can practically be taught only as to subjects, that the study done in professional schools may so treat of the subjects of study, not as objects to be acquired, but as objects to be presented, that their treatment shall be wholly professional.

"Academic work in normal schools," the report adds, "that is of the nature of preparation for professional work, lowers the standard and perhaps the usefulness of such a school; but academic work done as a means of illustrating or enforcing professional truth has its place in a professional school as in effect a part of the professional work."

*Professional Work.*—According to the report professional training comprises two parts: (a) The science of teaching, and (b) the art of teaching. In the *science of teaching* are included: (1) Psychology as a basis for principles and methods; (2) Methodology as a guide to instruction; (3) School economy, which adjusts the conditions of work; and (4) History of education, which gives breadth of view. The *art of teaching* is best gained: (1) by observation of good teaching; (2) by practice-teaching under criticism.

#### ART OF TEACHING.

Training to teach requires (1) schools for observation, and (2) schools for practice.

Of necessity, these schools must be separate in purpose and in organization. A practice school cannot be a model school. The pupil-teachers should have the opportunity to observe the best models of the teaching art; and the manner, methods, and devices of the model-teacher should be noted, discussed, and referred to the foundation principles on which they rest.

*The Practice-School.*—During the course of methodology certain steps closely preparatory to practice-teaching may be taken. 1. The pupil-teacher may analyze the topic to be taught, noting essentials and incidentals, seeking the connections of the subject with the mental possessions of the pupils to be considered, and the sequences from these points of contact to the knowledge to be gained under instruction. 2. Next, plans of lessons may be prepared and series of questions for teaching the given subject. 3. Giving lessons to fellow pupil-teachers leads to familiarity with the mechanism of class work, such as calling, directing, and dismissing classes, gives the beginner ease and self-confidence, leads to careful preparation of lessons, gives skill in asking questions and in the use of apparatus.

#### THEORY OF TEACHING.

*Science of Education and Psychology.*—The committee recommends that early in their course of study teachers in training assume as true the well-known facts of psychology and the essential principles of education, and

make their later study and practice in the light of these principles. These principles thus become the norm of educational thought, and their truth is continually demonstrated by subsequent experience. From this time theory and practice should proceed together in mutual aid and support.

The report declares that most fundamental and important of the professional studies which ought to be pursued by one intending to teach is psychology. This study should be pursued at two periods of the training-school course, the beginning and the end, and its principles should be appealed to daily when not formally studied. The method of study should be both deductive and inductive. The terminology should be early learned from a suitable text-book, and significance given to the terms by introspection, observation, and analysis. Power of introspection should be gained, guidance in observation should be given, and confirmation of psychological principles should be sought on every hand. The habit of thinking analytically and psychologically should be formed by every teacher. At the close of the course a more profound and more completely inductive study of physiological psychology should be made. In this way, a tendency to investigate should be encouraged or created.

*Study of Children.*—Modern educational thought emphasizes the opinion that the child, not the subject of study, is the guide to the teacher's efforts. To know the child is of paramount importance. How to know the child must be an important item of instruction to the teacher in training. The child must be studied as to his physical, mental, and moral condition. No common sense power of discerning human nature is sufficient; though common sense and sympathy go a long way in such study. Weighing, measuring, elaborate investigation requiring apparatus and laboratory methods, are for experts, not teachers in training. Above all, it must ever be remembered that the child is to be studied as a personality and not as an object to be weighed or analyzed.

*Methodology.*—A part of the work under this head must be a study of the mental and moral effects of different methods of teaching and examination, the relative value of individual and class instruction at different periods of school life, and in the study of different branches. The art of questioning is to be studied in its foundation principles and by the illustration of the best examples. Some review of the branches which are to be taught may be made, making the teacher's knowledge of them ready and distinct as to the relations of the several parts of the subject to one another, and of the whole to kindred subjects. These and many such subjects should be discussed in the class in pedagogy, investigation should be begun, and the lines on which it can be followed should be distinctly laid down.

*School Economy.*—School economy, the committee believes, though a factor of great importance in the teacher's training, can be best studied by the teacher of some maturity and experience, and is of more value in the equipment of the secondary than of elementary teachers. Only its outlines and fundamental principles should be studied in the ordinary training school.

*History of Education.*—Breadth of mind consists in the power to view facts and opinions from the standpoints of others. It is this truth which makes the study of history in a full, appreciative way so influential in giving mental breadth. This general advantage the history of education has in still larger degree, because our interest in the views and experiences of those engaged like us in training the young, enables us to enter more fully into their thoughts and purposes than we could into those of the warrior or ruler. From the efforts of the man we imagine his surroundings, which we contrast with our own. To the abstract element of theoretical truth is added the warm human interest we feel in the hero, the generous partisan of truth. The history of education is particularly full of examples of noble purpose, advanced thought, and moral heroism. It is inspiring to fill our minds with these human ideals.

But with enthusiasm for ideals history gives us cau-

tion, warns us against the moving of the pendulum, and gives us points of departure from which to measure progress. It gives us courage to attack difficult problems. It shows which the abiding problems are—those that can be solved only by waiting, and not tossed aside by a supreme effort. It shows us the progress of the race, the changing ideals of the perfect man, and the means by which men have sought to realize these ideals. We can from its study better answer the question, What is education, what may it accomplish, and how may its ideals be realized? It gives the evolution of the present, and explains anomalies in our work. And yet the history of education is not a subject to be treated extensively in a training school. All but the outlines may better be reserved for later professional reading.

#### TRAINING OF HIGH SCHOOL TEACHERS.

There is a growing conviction, widespread in this land, that secondary teachers should be trained for their work even more carefully than elementary teachers are trained. The degree of scholarship required for secondary teachers is by common consent fixed at a collegiate education. No one—with rare exceptions—should be employed to teach in a high school who has not this fundamental preparation.

*Plan of organization of a secondary training school.*—Let it be supposed that two essentials have been found in one locality, (1) a college or university having a department of pedagogy and a department of post graduate work; (2) a high school, academy, or preparatory school whose managers are willing to employ and pay a number of graduate students to teach under direction for a portion of each day. These two conditions being met we will suppose that pedagogy is offered as an elective to the college seniors.

Two years of instruction in the science and art of teaching are to be provided; one, mostly theory with some practice, elective during the senior year; the other mostly practice with some theory, elective for one year as post-graduate work.

#### Organization of City School Systems.

The sub-committee on the "Organization of City School Systems" presented a very exhaustive report. It is understood that the recommendations relate particularly to city school systems which are so large that persons chosen by the people to manage them, and serving without pay cannot be expected to transact all the business of the system in person, nor to have personal knowledge of all business transactions; and which are also so large that one person employed to supervise the instruction cannot be assumed to personally manage or direct all of the details thereof; but must, in each case, act under plans of organization and administration established by law, and through assistants or representatives.

The plan proposed by the committee is in its main points the one which has been on trial in Cleveland, Ohio, for nearly three years. The principles which, according to the committee, must necessarily be observed in framing a plan of organization and government in a large city school system, are briefly indicated as follows:

*First.* The affairs of the school should not be mixed up with partisan contests or municipal business.

*Second.* There should be a sharp distinction between legislative functions and executive duties.

*Third.* Legislative functions should be clearly fixed by statute and be exercised by a comparatively small board, each member of which is representative of the whole city. This board, within statutory limitations, should determine the policy of the system, levy taxes, and control the expenditures. It should make no appointments. Every act should be by a recorded resolution. It seems preferable that this board be created by appointment rather than election, and that it be constituted of two branches acting against each other.

*Fourth.* Administration should be separated into two great independent departments, one of which manages

the business interests and the other supervises the instruction. Each of these should be wholly directed by a single official who is vested with ample authority and charged with full responsibility for sound administration.

*Fifth.* The chief executive officer on the business side should be charged with the care of all property and with the duty of keeping it in suitable condition; he should provide all necessary furnishings and appliances: he should make all agreements and see that they are properly performed: he should appoint all assistants, janitors, and workmen. In a word, he should do all that the law contemplates and all that the board authorizes, concerning the business affairs of the school system, and when anything goes wrong he should answer for it. He may be appointed by the board, but we think it preferable that he be chosen in the same way the members of the board are chosen, and be given a veto upon the acts of the board.

*Sixth.* The chief executive officer of the department of instruction should be given a long term and may be appointed by the board. If the board is constituted of two branches, he should be nominated by the business executive and confirmed by the legislative branch. Once appointed he should be independent. He should appoint all authorized assistants and teachers from an eligible list to be constituted as provided by law. He should assign to duties and discontinue services for cause, at his discretion. He should determine all matters relating to instruction. He should be charged with the responsibility of developing a professional and enthusiastic teaching force and of making all the teaching scientific and forceful. He must perfect the organization of his department and make and carry out plans to accomplish this. If he cannot do this in a reasonable time he should be superseded by one who can.

The report is signed by President Andrew S. Draper, of the Illinois state university; Supt. W. B. Powell, of Washington, D. C.; and State Supt. A. B. Poland, of New Jersey.

#### DIVERGING OPINIONS.

Supt. Edwin P. Seaver, of Boston, writes:

"I find myself in general accord with the doctrines of the report. There is only one feature of it from which I feel obliged to dissent, and that is an important though not necessarily a vital one. I refer to the office of school director. I see no need of such an officer elected by the people, and I do see the danger of his becoming a part of the political organization for the dispensation of patronage.

"All power and authority in school affairs should reside ultimately in the board of education, consisting of not more than eight persons appointed by the mayor of the city, to hold office four years, two members retiring annually and eligible for reappointment once and no more. This board should appoint as its chief officer a superintendent of instruction, whose tenure should be during good behavior and efficiency, and whose powers and duties should be to a large extent defined by statute law, and not wholly or chiefly by the regulations of the board of education. The superintendent of instruction should have a seat and voice but not a vote in the board of education. The board of education should also appoint a business agent, and define his powers and duties in relation to all matters of buildings, repairs, and supplies, substantially as set forth in the report in relation to the school director.

"All teachers should be appointed and annually reappointed or recommended by the superintendent of instruction, until after a sufficient probation they are appointed on a tenure during good behavior and efficiency.

"All matters relating to courses of study, text-books, and examinations should be left to the superintendent and his assistants, constituting a body of professional experts who should be regarded as alone competent to deal with such matters, and should be held accountable therefor to the board of education only in a general way, and not in particular details."

Supt. Albert G. Lane, of Chicago, writes:

"I concur in the recommendations of the sub-committee on the organization of city school systems as summarized in the concluding portion of the report, omitting in item *third* the words, 'And that it be constituted of two branches acting against each other.' Omit *Fifth*. But we think it preferable that he be chosen in the same way that members of the board are chosen and be given veto power upon the acts of the board. I recommend that the veto power be given to the president of the board."

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## Home-made Apparatus. III.

By Prof. JOHN F. WOODHULL, Teachers' College, New York City.

## CHEMICAL APPARATUS.

**No. 13. Apparatus for Determining the Proportion of Oxygen in the Air.**—A small piece of clean phosphorus is placed upon the wire-shelf and the test-tube is inverted over it, with its mouth dipping into the water beneath. After standing thus for a day or two the water will be found to have risen so as to occupy about one fifth of the volume of the test-tube. Measurements carefully made were found to be, as shown in the figure,

$$\frac{\text{Vol. of oxygen}}{\text{Vol. of air}} \text{ as } \frac{1.2}{5.7} = 21 \text{ per cent.}$$

At the close of the experiment the flame of a lamp may be directed toward the upper end of the test-tube until the phosphorus melts and runs down the wire without burning or producing the white fumes

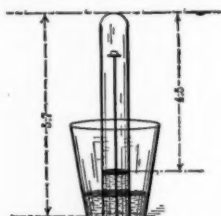


FIG. 23.



FIG. 24.

which would appear if oxygen were present. The test-tube may now be lifted, while the phosphorus is thus heated above its kindling temperature, and it will immediately spring into a flame.

The wire support for the phosphorus is made of No. 18 copper wire, which is easily bent with the fingers in the form represented by figure. 24.

Cost.—Test-tube from apparatus No. 7.  
Small tumbler..... 5 cents

**No. 14. The Miner's Safety Lamp.**—Wire gauze, such as is used for milk-strainers or fine sieves (30 or 40 meshes to the inch), six inches square, is rolled into a cylinder about an inch in diameter and tied with wire, common corks are fitted nicely into the ends, a very small taper is fastened to the lower cork by a drop of its own melted wax. Coal-gas, or a little ether, is put into the large bottle, which in this case represents a coal mine in which a combustible gas has collected; the candle is lighted and put into the wire-gauze cylinder and lowered into the bottle without setting fire to the gas, but if the uncovered flame is brought to the mouth of the bottle a flash occurs.



FIG. 25.

A little lime-water is then put into the bottle, showing the presence of carbon dioxide, which has been formed by the combustion.

Cost.—Wire gauze, cork, and taper.... 15 cents  
32-oz. wide-mouth bottle..... 17 cents  
32 cents

**No. 15. Test-tube Rack.**—The rack is made of thin strips of wood, two inches wide; the uprights four and

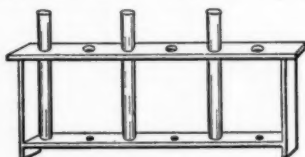


FIG. 26.

a half inches high and the horizontal strips twelve and thirteen inches respectively. In the upper strip, six holes are bored with a seven-eighth-inch bit. In the lower

strip, underneath each of these holes, a cup is made with a countersink to receive the lower end of the test-tube.

**No. 16. Test-tube Tongs.**—The test-tube tongs are made of two strips of wood each about nine inches long and half an inch thick, cut as represented in figure 27. They are held together by stout rubber bands—no hinge is needed—which are represented in the figure as placed so as to cause the tongs to close. They are opened by a slight pressure of the hand upon the large end.



Fig. 27.

If, however, one prefers tongs which ordinarily remain open and require a slight pressure of the hand to close them, the rubber bands may be moved somewhat nearer the large end and the tongs will so operate.

**No. 17. Blow-pipe.**—The blow-pipe is made of two pieces of glass tubing, each about four inches long, one of which is nearly closed at one end, as described on page 7. The two pieces of glass tubing are connected by a piece of soft rubber tubing. This enables one to direct the stream of air from the blow-pipe as he chooses.



FIG. 28.

Cost.—Rubber tubing from apparatus No. 8.  
Glass tubing..... 1 cent

**No. 18. Distilling Apparatus.**—This is used in making nitric acid, hydrochloric-acid solution, ammonia solution, and bromine, as well as separating alcohol from water and obtaining from solution distilled water in small quantities.

A test-tube is sometimes used in place of the flask.

The latter, however, is preferred when frothing is liable to occur. The delivery-tube is made of such a length as to reach within about one inch of the bottom of the test-tube in which the vapors are condensed. The distillate which is collected in the test-tube is never allowed to cover the end of this delivery-tube—the amount needed for each pupil is very small.



FIG. 29.

To make hydrochloric acid or ammonia solution, a little water is put into the test-tube, not quite up to the end of the delivery tube. This water absorbs the gas as fast as it is generated.

Cost.—8-oz. wide-mouth bottle, }  
Test-tube, } From apparatus No. 7.  
Rubber stopper, No. 1, }  
2-oz. flask..... 11 cents  
Delivery tube ..... 1 cent  
12 cents

**No. 19. Apparatus to Show that Water may be Produced by Passing Hydrogen over Hot Copper Oxide.**

—The hydrogen is allowed to flow through the tube for a time to show that moisture is not deposited from the gas, and hence no drying tubes are needed. A flame is then placed under the end of the



FIG. 30.

tube containing the copper oxide and water is produced.

Cost.—8-oz. narrow-mouthed bottle..... 5 cents  
Rubber stopper No. 0, with one hole..... 3 cents  
Delivery tube..... 1 cent  
9 cents

**No. 20. Apparatus to Show that Hydrogen may be Produced by Passing Steam over Hot Iron Filings.**

—In using the apparatus one hand holds the tin basin and steadies the bottle and the other hand holds the lamp under the end of the test-tube. It is preferable not to lock the apparatus in a support stand, but to have it entirely in hand. If the rubber stopper is pressed



firmly into the mouth of the flask, there is no danger of the flask falling without a support.

Hydrogen sulphide may be collected in the bottle by generating hydrogen in the flask and heating sulphur in

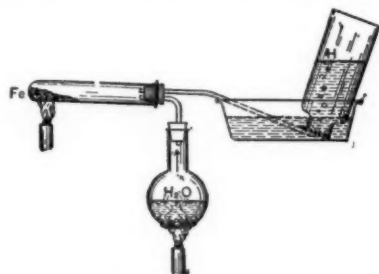


FIG. 31.

the test-tube. In this case the melted sulphur should be kept in the end of the test-tube remote from the rubber stopper by tilting the apparatus slightly.

Cost.—8-oz. wide-mouth bottle,	
Tin-basin,	
Test-tube,	
Rubber stopper No. 1 with one hole,	
2 oz. flask from apparatus No. 18.	
Rubber stopper No. 1 with two holes.....	4 cents
Delivery-tubes ..	2 cents
Extr. lamp.....	45 cents
	51 cents

#### No. 21. Apparatus to Show that Oxygen or Chlorine will Burn in Hydrogen.—

Hydrogen is collected in the eight-ounce bottle by using apparatus No. 7. The material to generate oxygen or chlorine is put into the flask and heated. The hydrogen is lighted at the mouth of the bottle and the delivery-tube slowly thrust up into it, when a flame will be seen burning at the end of the delivery-tube. The upper end of the bottle is held in one hand, while the neck of the flask is held in the other.

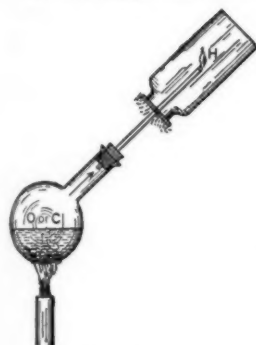


FIG. 32.

The apparatus is tilted to prevent the burning of the hands by the flame.

To burn hydrogen in oxygen or chlorine, we have merely to substitute the delivery-tube from the apparatus represented in figure 29, collect oxygen or chlorine in the eight-ounce bottle by using apparatus No. 7, and generate hydrogen in the flask. The hydrogen must be allowed to flow rapidly for a few minutes to remove air from the flask, in order that there may be no explosion. We fill the flask one-quarter full and add about one-third as much sulphuric acid. Drop in granulated zinc while the mixture is warm, and the hydrogen will flow rapidly. The hydrogen flame burning in the bottle produces a musical sound.

Cost.—8 oz. wide-mouthed bottle, }	From apparatus No. 7.
Rubber stopper No. 1,	
2-oz. flask, from apparatus No. 18.	
Delivery-tube.....	1 cent.

### Insects. V.

By FRANK O. PAYNE.  
THE WALKING-STICK.

After making the acquaintance of the bee-family, it is no more than proper to meet Mr. Grasshopper's cousins. I fancy when you look at this slender fellow, you will say, "Here is a creature that looks like an insect so far as the legs and jointed body goes, but you told us that the bodies of insects are always divided into three parts, and this one has more than three parts to his body. Besides, this creature has no wings." Well, it does seem so at first sight, but if you will remember that the legs and wings are always attached to the thorax (chest or middle part), you will have no difficulty in seeing that this insect has also a three-parted body.

He is long waisted—that is all. And his waist is made of three parts. These three parts have big names. Beginning at the head they are called prothorax, mesothorax, and metathorax, but all we need to remember is that the thorax has three parts. In the insects we have studied, these parts are not so easily seen, but in this family they are always easily found.

See what long feelers the walking-stick has! Compare these feelers with those of the katydid, grasshopper, and cricket. You see they all have long feelers. Look at these feelers with a glass. They are like a string of beads. Examine the mouth and the eyes. How they project from the head. Compare the neck with that of the dragon-fly. Compare the legs with those of his cousin, the grasshopper.

The walking-stick can creep along very fast because his legs are so long, and his body so slender.

Green ones may be seen among bushes in summer, and gray ones in barns, upon the ceiling and walls.

Sometimes they grow to be very large. One kind becomes over a foot long. The walking-sticks have many relations in warm countries.

The walking-sticks are harmless creatures, and they have many enemies. Nature has made them look so much like hay or twigs, that they can thus hide, and no one can see them as they stand upon a limb of a tree.

One summer I saw hundreds of them in a barn. They were everywhere, but to any one who was not looking for them, it would have been impossible to realize how many were there. They were just the same color as the hay, and looked like it. They could only be seen when they began to move.

*Suggestions.*—Draw the walking-stick.

Write a careful description of it.

Write all you have learned of its life history.

Compare it with the grasshopper and the katydid. Draw a contrast.

Compare and contrast the walking-stick with the butterfly, beetle, and dragonfly.

Write an imaginary conversation between a walking-stick and a grasshopper.

Write a story of a walking-stick who escaped from its enemies because of its ability to hide.

*Questions.*—If you were going to give a walking-stick one pair of wings, where ought they to be fastened on?

Where if you gave two pairs? Did you ever see an insect with wings on the first section of the thorax (prothorax)? What other wingless insects have you seen? Where were they? Why does nature give some insects wings and others none? If he had wings, what kind would they be? Yes they would be straight like those of his cousins, the grasshopper and katydid. Make a list of winged and wingless insects you have seen.

*Language.*—A pretty green walking-stick lived in a bush. He was very lean and long, and he looked very hungry. He was not hungry for he had plenty to eat, but he could not get fat. When he heard the birds coming, he just put his feet together and stood still. The birds could not see him because he was green, and looked just like a little stem.

JENNIE CARSON.

*Measurements.*—The walking-stick is four inches long. His legs are two inches long. All of his legs are twelve inches long. If his legs were placed end to end, they would reach a foot long. His body is twice as long as one leg. The feelers are three inches long. There are nine joints in the abdomen, and three in the thorax. If I add one for the head, there will be thirteen joints in his whole body.

### The First Year With Number. VII.

By ELLEN E. KENYON.

"When to leave objects?" is the vexed question among teachers who train in number from the conventional, rather than the psychological standpoint.

What is the object of the school? To give the child the benefit of civilization—to differentiate his training from that of a savage—to bring the average child upward toward the plane of the highest humanity.

How does this apply to number teaching? The savage merely counts, and that within a very limited numerical range. This will not answer the needs of the civilized man. The Chinaman depends upon his abacus. The higher civilization demands the cultivation and use of our mental wings. *Nihil est in intellectu*



*quod non prius fuit in sensu*, but the intellectual fruit is very different from the material seed. The teacher's skill lies in perceiving and encouraging the budding of this fruit. The tree must keep its root in the soil, but wave its branches in the air. The old-fashioned teacher who taught the tables and depended almost entirely upon "abstract" exercises pulled the roots out of the soil and cut off the mainspring of growth. The faddist in the New Education, who has "caught the idea" of objective teaching, but ailed to get its philosophy, makes roots of all the branches, insisting that the tree must remain in contact with the earth at every point and at all times. This is the Chinese method—not the New Education at all.

Some trees of the same species will bear equally good fruit at an earlier age than others. How to recognize the fruit buds is not so difficult a matter in this particular connection. Every teacher knows that some of her pupils more quickly than others acquire the power of abstract calculation. These children find continued recourse to objects as irksome as a healthy ten-year-old boy would find it to be constrained to walk by holding on to chairs and tables.

Other children require patient leading out of the world of objects seen into the world of objects imagined and through a swifter use of concepts to the power of rapid calculation, which discards all consciousness of material relations. Then when their natural weak hold upon numerical ideas lets go after all (when they "miss") they must again be referred to the counters, to rediscover the slippery facts. For this purpose every number lesson during first year should be given with counters accessible for handy reference. (Beware of finger counting. Counters should be "handy," but their handiness should be under the teacher's easy control. Numerical abstraction has never had a greater enemy than the small pupils' ten digits.)

"Missing," however, should be minimized by careful first teaching. A little examination reveals a series of steps in abstracting number relations which the brighter children take spontaneously and unconsciously on the wings of intuition (which is only a rapid and automatic reasoning), but which the slower pupils must tread under leadership, as a blind person crossing a brook must have his feet placed upon the stepping stones.

1. The slow child finds by the use of counters that 3 sticks and 4 sticks are 7 sticks; 3 spools and 4 spools are 7 spools; 3 boys and 4 boys are 7 boys; 3 pencils and 4 pencils are 7 pencils. He is led to generalize: 3 objects and 4 objects are 7 objects. For emphasis, he may be led to say that 3 *anything* and 4 *anything* are 7. Then he makes the unhampered statement, 3 and 4 are 7—and understands what he is saying—*means* it. Yet the next day he cannot answer the question, *A man did 3 days' work in one week and 4 the next; how many days did he work altogether?* The lapse in time and attention to other subjects have broken the train of thought. He cannot pick it up just where he dropped it with sufficient readiness and clearness to apply the acquired fact to the new relation. The difficulty is enhanced by the great dissimilarity in the *objects of thought* presented. There is nothing in *days' work* to remind him of his dealings with yesterday's visible counters. When he made the statement 3 *anything* and 4 *anything* are 7 things, he did not take count of *days' work*, but only of tangible things. If, indeed, with the echo of his own statement, "3 and 4 are 7" in his mind he should answer "Seven days," his reasoning would still be obscure and uncertain.

2. Having observed that 3 and 4 are 7 in every case of objects manipulated, the pupil must be led to *picture* this relation by means of several groups of objects imagined. There is a grading by which he may be led from the easy to the difficult among these pictured objects. It is easy for him to picture cents, marbles, tops, peanuts, candies, kites, flags; it is difficult for him to picture schoolbags, houses, bureaus, inkstands, poems, and days. The relative ease and difficulty depend upon four considerations: (a) Familiarity with the objects; (b) Interest in the objects; (c) Habit of seeing the objects grouped as he is required to group them mentally; (d) Concreteness of object. The example calling for a computation in *days' work* is difficult in all of these relations. (a) He has lived many days, but has not noticed them as passing actualities; (b) he has no interest for days, but only for what they bring him; (c) he has thought little, if any, of days in *groups*; (d) the day has little of the concrete, being to him a spell of daylight having an unknown beginning and an indefinite ending, between which limits certain things occur about which it is easier to think than about the day itself. If he answers the question intelligently, he must think of the men going to *work* and leaving off three times and then four times. It is only by a process of counting that he can reach 7, because he cannot see the three *days' work* at once or the four *days' work* at once, much less the two *groups* together.

Schoolbags are familiar to his daily experience, but the labor of mentally *grouping* them for arithmetical purposes is one for which adjective practice has not prepared him. Lions would be difficult to deal with, in the same way, though he may have at command a very vivid concept of a single lion, seen in a cage. Even dogs might give him some trouble by running about, though the consciousness that each animal carries his very definite number of feet

with him would make it easy to tell how many feet a dog and two chickens have.

Besides the ease or difficulty with which the infant imagination deals with objects according to their character, there is a gradation in degrees of *reality* that depends upon time and place. For instance:

The child may have been told (and very properly if the connection was strong) that the Egyptians used rings and bars of metal for coins. The interest that attached to this fact in all its newness may have faded. If, now, the teacher propounds: "A little Egyptian boy had three silver rings given to him for one birthday and 4 for the next; how many did that make?" the picturing is dim and confused with non-essential details that the reminder of a pleasant story calls into being. This is a good question for the strong pupil, but a bad one for the weak. Less distracting, but scarcely more appealing would be the problem, "Johnny had 3 cents in one pocket and 4 in another; how many in both?" The mythical "Johnny" has become too trite (in all probability) to more than loom perfunctorily in the background of the real Johnny's consciousness. His pockets and their contents are disbelieved in and the inducement to create is not sufficient. Such questions have their usefulness, but are much overworked. Vastly nearer the child's interest is it to state: "I have 3 cents in my vest pocket and 4 cents in my coat pocket; how many?" Still more vividly would the picturing be done should you hide your hands in your desk and actually handle the objects while naming them. But the crowning help of all to the unimaginative urchin would be to actually put 3 cents into his right hand pocket and 4 into the left. Though you kept them carefully concealed from the bright optical instruments above, and though Johnny knew they were coming out again in restitution, his ear would catch the jingle and his fancy would picture the coins just as they would lie in the corners of those omnivorous pockets.

The first step, however, in liberating the mind from dependence upon the eye in numbering is to make it use the sense of touch instead. Let the counters (including various kinds at different times) be hidden in Johnny's desk and let him seek with his fingers 3 and then 4, and tell without looking and without counting how many they make. This operation should be separated slightly, in time from the series of statements by which the generalization is reached (given under 1), but should occur in the same lesson.

#### SUMMARY OF THE QUESTION, HOW TO PROCEED FROM THE CONCRETE TO THE ABSTRACT IN NUMBER TEACHING.

The child abstracts certain ideas of number before entering school. From groups of two and three objects he has obtained the ideas *two* and *three* which he applies to similar groups of other objects. These ideas are simple, as *red*, *square*. It is said that the highest adult power cannot thus abstract and apply numerical measures beyond seven, and that most of us see six as two threes or four and two or what not, according to the arrangement of objects in the group.

The child on entering school has not learned to abstract complex ideas. Three is a whole to him. It remains to learn that three is composed of two and one or of three ones—to *proceed from the whole to the parts*, first by seeing and manipulation, second by picturing, third by committing to memory the abstracted fact in its statement.

1. The child performs the operation, his eyes assisting, and states his observation.

2. He performs the operation out of sight, exercises his judgment as to the result, and verifies by looking.

3. He performs the operation with various objects and reaches a generalization (as  $3+4=7$ ).

4. He applies this generalization deductively to such objects at first as are easily pictured and close at hand, for purposes of verification.

5. He applies the generalization to objects less easily pictured, and not at command, verifying by means of pictorial illustration.

6. He applies the generalization to ideas that cannot be pictured and verifies by use of symbols. (The names of the days may be written to show that there are seven.)

7. He relies upon a uniform past experience, adopts the fact as universal and applies it without question or proof in the "abstract" example (as in running up a column of figures).

8. He acquires *celerity* in the application of number abstractions, *i. e.*, rapid calculation.

These steps have been provided for in the previous articles of this series, and the various lines of number study have been laid out, giving the work such a swing that it may well travel upon established tracks, introducing nothing distinctly new, for another month, while the teacher gives a closer attention than she may have done before to the great question discussed in this paper.

Out of the world of sense, the child must rise into the world of intellectual conceptions. This is a process of growth, and cannot be aided by leaving the sense plane suddenly or entirely behind. He who would grow tall enough to reach the skies, must keep his feet upon the earth. The expanding consciousness of the student embraces more and more of the "abstract," and becomes less and less dependent on the concrete. The parallelogram illustrates.

## Editorial Notes.

The sad story of a Cincinnati school boy's suicide is reported in the newspapers. It seems that the little lad was cast down because of the poor "average" attained in school and sought death by taking poison. The Cincinnati *Enquirer* asks a question that will set educators to thinking: "Had the mode of examination in the school the boy attended anything to do with it?" Let us continue the interrogation! How are "averages" made? Are the studies pursued in the schools suited to the needs and capabilities of the pupils? Do the teachers study their pupils? Are the recitations so conducted that the children are able to follow the teacher and at every step clearly apprehend what is offered to them? Is the teacher a kind and sympathetic friend of his pupils? Does honest effort count for something in school? There is one question that deserves to be singled out for special consideration, and that is: Does the school strive to make education attractive? In other words: Does it cultivate the natural joyousness of children? Jean Paul [Richter], the great observer and friend of children, has some striking remarks on this subject. He says: "I can endure a melancholy man, but not a melancholy child; the former, in whatever slough he may sink, can yet raise his eyes either to the kingdom of reason or of hope, but the little child is entirely absorbed and weighed down by one black poison-drop of the present. Think of a child led to the scaffold; think of Cupid in a Dutch coffin; or watch a butterfly, after its four wings have been torn off, creeping like a worm, and you will feel what I mean."

The newspapers report that the special committee appointed by the Philadelphia school board to investigate "Trilby," Du Maurier's sensational novel, has recommended to admit the book to the school libraries of that staid and decorous city. This is decidedly unwise. The mature mind whose tastes and character are proof against the morbid influences that are concealed in the glorification of doubtful standards of morality, may not suffer any harm from a reading of the work; but the boys and girls in the schools should be sacredly protected against productions of this sort. What parent would take his son or daughter to the *Quartier Latin* to be initiated in its doings and find pleasure in its soul-poisoning atmosphere? Yes, soul-poisoning it is for all whose tastes and morals are yet in the first stages of formation. The Philadelphia school board has made a serious mistake, and should revoke its decision as speedily as possible.

The great difference that exists between the principals of schools of the larger size is often remarked upon by our agents as well as by those of the publishing houses. One of the latter lately remarked, "I have not seen a man of average ability in X. and I am pretty well acquainted there. Now there are about as many principals in Y., but most of them are superior men. I have attempted to account for the difference in several ways. The superintendents are good men, the assistants are fair, but the principals greatly differ. In X. they hold meetings, but they are dull and lifeless; there is no alertness of mind whatever. I don't pretend to explain it; only that we all know it is so."

In last week's issue of THE JOURNAL appeared a suggestive letter by Mr. T. O. Baker, formerly a superintendent of schools in Colorado, and at present a student of the New York University School of Pedagogy, on "Co-ordination, Correlation, Concentration, Unification, or Articulation?" The question there presented is one of great importance. An editorial article on this subject, the result of long and careful investigation along the lines of unification of studies, will shortly be published in THE JOURNAL.

In matters relating to scientific pedagogics and the professionalization of teaching, America may have much to learn of Germany; but there are many things in which the schools of this country excel. Dr. Seeley in last week's issue of THE JOURNAL mentioned several defects in the educational system of Germany that furnish abundant proof. In school government also our schools can give some pointers to Germany. Here the teacher tries to be the friend and kind companion of the children; there he is their master, and often a despotic one.

A number of programs of school celebrations of Washington's birthday have been received. The majority of them show that simple, but impressive exercises were arranged for the occasion. But there are a few that indicate that extensive preparations were made which must have necessitated an unreasonable expenditure of money and time. It is a serious mistake to make the celebrations of special holidays occasions for elaborate shows. There is danger of encouraging the growth of self-consciousness, vain-glory, and jealousy in children. Besides, the time of pupils and teachers is too valuable to be wasted for the sake of a mere "showing off" of the school. Too much has been paid for "the whistle" in some schools, to judge by their special exercises.

The Nashua, N. H., board of education has decided in favor of the introduction of vivisection in the high school of that city. It is hoped that public sentiment will compel the board to reconsider its action. There is no need for vivisection in any school. Children must learn to look upon all life as sacred. There may be some defence for vivisection in the experimental station of a medical college, but even there it should be reserved for the discovery of something new, and never used for mere demonstration. Let the National Educational Association make an emphatic protest against vivisection in the schools.

A city official of Youngstown, Ohio, has discovered that the clay modeling in the schools of that city is a "fad" that "requires ventilating." The "ventilation" he proposes is to call the attention of the board of health to it. In Chicago a number of newspapers supplied the wind, but all their blowing could not get the "fad" out of the schools. Clay-modeling has come to stay, and, instead of "ventilating" about it, a good art teacher should be asked to explain its educative value to the public.

The Minneapolis *Journal* writes:

"Among the reforms talked of in New York, since Tammany was hit so hard and the Parkhurst reformers got on top, is the hiring of dancing masters to give instruction in the latest fashionable dances to the pupils of the public schools. The argument is that dancing is a branch of physical culture and an aid to graceful development of the body and that the state must perform its duty to the children of the state, and have them regularly taught the various figures."

There has been nothing said about the introduction of dancing in New York, at least not by people who have any voice in school matters in the city. Possibly the *Journal* is thinking of Cleveland, Ohio, where there has been much heated talk about dancing in the high school.

### Leading Events of the Week.

The German reichstag votes more money for ironclads.—Death of Major-General Joseph B. Carr at Troy, N. Y.—Washington's birthday celebrated in all the great cities by banquets, speeches, etc.—Influenza prevalent throughout England.—Ten great appropriation bills to be disposed of during the last week of Congress.—Death of Frederick Douglass, the famous ex-slave and abolitionist.—The bill for disestablishment of the Welsh church under consideration in parliament.—France forbids the importation of American cattle.—Death of Lord Abberdare, a prominent British statesman.—A revolt threatened in Cuba.—China said to be anxious to make peace.



Buffalo, N. Y., is at last beginning to see that its school system needs a thorough revision. The Citizens' association of that city is heading the agitation. The plan of organization it proposes will be described in a later number of *THE JOURNAL*. The ridiculous system in force at present necessitates the election of the school superintendent by popular vote on one ticket with coroners, aldermen, etc., and provides for a board of examiners appointed by the mayor. Although there is not one professional educator on the board of examiners the examination of teachers, inspection of schools, and a number of other duties requiring expert judgment are entrusted to that body. A change is certainly badly needed. Are the Buffalo teachers helping along the encouraging movement for the attainment of better things?

In the legislature of Illinois has been introduced a bill designed to prohibit the appointment of married women as teachers in large cities. It seems that this act is aimed at Chicago, where 400 such persons are employed. The legislature of Wisconsin is also considering a bill to prohibit married women from being appointed as teachers in the public schools. Do the concocters of these measures believe that married women are not fit to teach school? All other arguments they may bring forward have nothing to do with the case. The schools need artist teachers who bring the right spirit to their work, and should draw them into their service, and keep them there as long as they are able to do good work. Whether they are married or unmarried does not concern the board of education. The question of the employment of teachers must be treated as a business question.

North Carolina has a serious fight on hand. An attempt will be made in the state legislature, to take the control of text-books out of the hands of the city boards and place it in the hands of a centralized state board of education, as is now the case in Virginia. Such a move, it need not be said will seriously injure the city schools. Political boards cannot decide what a good school book is, and if the selections are left to them such foolish actions will be recorded as took place in West Virginia, when the state legislature opposed a standard text-book on economics, such as Dole's "American Citizen," on the ground that it contained partisan doctrine. Besides state uniformity in text-books is not desirable, as *THE JOURNAL* has frequently stated; one part of the state will be in need of certain books which in another part of the state are not at all to be used.

The esteemed editor of the *Florida School Exponent*, in reply to our doubt as to the advisability of asking teachers, "Have you come to stay in Florida?" says: "THE SCHOOL JOURNAL to the contrary notwithstanding, the question should be asked as to whether they have come to stay or not." It seems, for the present, that White, Parker, Payne, and Milne are allowed to teach at the state associations without promising to stay.

President Harvey, of the Milwaukee normal school, is asking for an appropriation of \$81,000 for the support of the normal schools of Wisconsin. The *Milwaukee Journal* says that these schools are sadly wanting in the necessary equipment to do the work required of them and adds:

"Since the state has projected the schools, it ought to maintain them in a manner to make them serve the purpose for which they were designed. This does not require, however, that all they ask should be given without scrutiny, nor that it all be done at once. The legislature must inform itself and act prudently in this as in all other matters. The mere fact that it is a school should not excuse the legislature from surrounding its appropriations with all due safeguards. Experience has proved that designing men will use the school sentiment as a means of gaining unholy profit just as readily as they would the sentiment of charity or a desire for public improvements. All is fish that comes to their nets.

"Give the normal school, then, a fair appropriation and see that it is properly expended for the purpose designed and not diverted to the aggrandizement of some local interest or to some pet school."

One of the most interesting of the student organizations at Cornell is the Congress, the first college debating society modeled after the national legislature. The congress is now about ten years old, and, as it has proved a valuable school of debate and parliamentary practice, it has been extensively practiced. Any student of the university may become a member, and, on joining, is assigned to some state which he is supposed to represent. A speaker and clerk are regularly elected, standing committees appointed, bills and resolutions introduced, debated and passed by the amateur statesmen in exactly the same way as in the national Congress. But the most interesting feature of the Cornell congress to outsiders is its annual election of a (hypothetical) president of the United States, the selection being made from the faculty. As the two parties are very evenly divided in the Cornell congress and there are also many Independents, the presidential elections are often exciting. At the last election a deadlock arose, as there were three candidates, and it was only after three sessions that an election was finally made. The successful candidate nominates a cabinet from among his colleagues, and sends an annual message to the congress. These messages are usually the product of prolonged and careful study and sometimes take rank with the official documents of the state or national magistrates. In 1893, for example, when Prof. Collin, the legal adviser of Governors Hill and Flower, was president, the message was

such an able review of the condition of the country, the tariff, currency problems, etc., that it received wide notice in the press of the state.

This report comes from Bloomington, Ind.:

"Broken heads, mashed noses and torn clothes are plentiful. The cause was a fight between the sophomore and freshman classes of the State university, which began Thursday afternoon, extended through the entire night and continued until Friday night. It has been the custom of the 'soph's' to burn Horace each year, provided the 'freshies' did not prevent them. They made the attempt Thursday night, but failed. The 'soph's' were pulled from their beds and tied hands and feet, after which they were loaded into transfer wagons and taken many miles in the country and tied to trees. This mode of capture and treatment led to many personal encounters. Orville McDowen, a student from Bedford, laid George Giles, another student, low with a club. His face was beaten black and blue and when taken to a physician's office his skull was found to be fractured."

All this took place on Washington's birthday and at a seat of learning where a display of college boy rowdiness would have been least expected. The state authorities ought to take the matter in hand and severely punish the "boys" who have thus disgraced the good name of their *Alma Mater*. It should be distinctly understood that a state university will not shelter hoodlums of any kind. An exemplary procedure is needed.

The California legislature is considering a bill providing for the creation and administration of a teachers' annuity and retirement fund in the several counties and cities of the state. The act allows a pension of \$45.00 a month for retired teachers after twenty years of service, or \$50.00 after twenty-five years of service, and provides a revenue for sustaining it. The San Francisco *Call* calls it an "ill-advised measure," and closes an editorial article on the subject with these words:

"The salaries paid to teachers, though not fully equal to the great importance of their services, are sufficient to enable every teacher to save something each month for investment that will yield a good rate of interest, and by the end of twenty years the prudent teacher will have a competence and an independence far better than any pension system could give."

The state of Washington last year paid more than \$10.00 for each child of school age, for there are in the state about 115,160 children of that age and, according to the report of State Supt. Bean, the expense for school purposes amounted to \$1,585,393.68. The state superintendent recommends that the legislature should provide a competent commission empowered to arrange the courses of study in all of the schools of the state, from the primary to the university, so that there would be a perfect articulation of the various schools. And the regents of the university advise the legislature to bring the high schools into close touch with the university, so that completion of the high school course will admit the student to the university course. Washington is on the right track.

### "The Ear in Education."

This was the topic of discussion at the February meeting of the Massachusetts Schoolmasters' Club. Dr. Clarence J. Blake, who is considered one of the highest authorities in this special field of investigation, was the principal speaker. He said in part:

"The ear as an organ of education begins to play its part very early in life. Recent investigations show that while in the infant the tactile sense is slow, and sight is dim, hearing is very acute. The ear begins operations almost as soon as the child is born. It is very sensitive to sharp and high sounds, which is shown in the child by muscular twitches.

"Examinations of the ear of the new born child show that it is almost as fully developed as in the adult, although the outer ear is smaller. Therefore, while the sight does not come till the third or fifth day, the ear begins its education almost immediately. Up to 2 years of age we can wonder at the education of the ear, but we cannot estimate it.

"We see the ear used in a double way when the child tries to repeat the words and sounds it hears, first in hearing the sound, and then in listening to the attempt to reproduce it by his own voice.

"The ordinary person begins life with double the amount of hearing power that he has later in life. One might lose almost one-half his hearing power and yet hardly miss it. Especially is it the case with people who have become partly deaf in one ear when young, and never known it until the fact was brought to their attention.

"The number of children in the public schools with affected hearing is much larger than is generally believed. Out of 8715 children under 15 almost 25 per cent, or 2175 of them are affected. The reasons for this are to be searched for with interest.

"A very common trouble is with the so-called third tonsil, located back of the throat between the ear drums, which becomes swollen, presses upon the ear drums and causes partial deafness. The child in school, sitting forward in his seat, with open mouth, straining to hear the words of the teacher, if backward in his class, may not be either wilful or stupid, but may be suffering from this adenoid growth in the vault of the pharynx.

"In a school-room the best test for deafness, of course, is the instrument most in use, the human voice. Yet even the voice is subject to radical differences. Your voice has a different force after dinner than it had before. When fatigued its carrying qualities are lessened perhaps 15 per cent. But the tests may be helped sometimes by a tuning fork made in a manner that its intonations are always the same.

"The one word most easily heard in the English language is the word 'cat,' because of its formation. Here is a list of 10 words best adapted to testing deafness: House, man, plan, land, long, few, round, shoe, chip, cat. And to these, perhaps, may be added log and fan. Better results are obtained by holding a card before the mouth so as to conceal the motion of the lips, for those whose hearing is affected may be able to tell the word by seeing the motion of the lips. I have found it frequently to happen that a person whose hearing is affected will catch the sound of 'dog' from the word 'log.'"

## "Truant Schools" and "The Bad Boy in School."

These were the subjects discussed by the Chicago Teachers' club at their February meeting.

That the bad boy is an institution seems to be generally conceded, all theories as to "keeping him interested," "not understanding him," and "using tact," etc., notwithstanding. That he is a dangerous element in our schools is also acknowledged and the question now suggests itself—What are we to do with him?

Mrs. Nellie C. Martin opened the discussion by reading a very hopeful paper on "The Bad Boy." She took a decidedly optimistic view of the matter, and it would seem confounded the terms "bad" and "mischievous." She would not know how to teach school without her bad boys, she declared, and only prayed to be defended from the too good boy whom she could not really trust.

Miss Edith Nelson followed, taking as her subject "Truant Schools." She was in favor of such a school being established where hands as well as brains could be actively employed. Much apparent viciousness on the part of boys came from an overplus of physical energy, which is not allowed a vent in our grammar schools. A school judiciously governed, which included in its curriculum, tailoring, laundry work, cooking, shoemaking, mechanical drawing, and the learning of different trades, together with military drill and a well appointed gymnasium would go far towards solving the problem of making useful citizens of our truant boys and bad boys.

A school such as this should be located in the country. Here the pupils would be isolated from the contaminating influences of low city life, he could learn to be a farmer and how to care for animals. Nature study should also be an important part of his education.

In conclusion Miss Nelson inveighed against making a school of this kind anything like a reform school—it should be an industrial school and no stigma should be attached to those who were or had been inmates.

In the general discussion that followed Mr. Ford of the Calhoun school, who has given much thought to the subject, said he considered it a very grave one. People afflicted with smallpox were not taken to hotels to be cured; they were a danger to society at large, and being such, certain necessary precautions were observed. A boy morally diseased, a boy who can steal, lie, threaten his teacher, insult little girls (and the list is too long to pursue), is allowed in our public schools, there to associate freely with the other children, there to contaminate and spread contagion.

A school is needed where the vicious boy would be under the control of his teachers the entire time. There need be, perhaps, no corporal punishment, no "clubbing," as some people shrieked out against it, but the boy would be made to understand that to obey the rules was imperative. He believed, too, that out of the vast amount of sympathy that is expended on the erring child because of "the harmful influences brought to bear on him outside of school," his "lack of home training," etc., more thought be bestowed upon the teacher, especially the room teacher, who necessarily bears the brunt of the bad boy's ill-humor. It was no exaggeration to say that many teachers sacrificed not only their health, but their very lives in their efforts to conquer the bad boy. As to the stigma attached to anything in the nature of a reform school, he knew of a case where a fourteen-year-old boy being reproved by his teacher turned on her and threatened to take her life. Mr. Ford thought that boy already bore a "stigma," whether or not he was ever placed in a reform school.

The question is yet an open one, but it is evident that there is a movement on foot to make the burden a little lighter for those teachers who are giving the best of their strength and energy to a fruitless (as is too often the case) attempt to master incorrigible boys in their schools.

BLANCHE MACGAFFEY.

Chicago.

## Boston.

There is a dearth of teachers eligible to be impressed into the Boston public school service. This want is seriously felt in many schools and steps are being taken to remedy this state of affairs. There is a rule of the school committee which provides that no person who does not hold a certificate of qualification or service, of the proper grade, shall be employed in any position as an instructor, or give any instruction in the public schools, except by vote of the board.

Several principals ("masters" they call them in the Hub) think that if the rule were so amended as to permit the hiring of the graduates of the Salem and Framingham normal schools to teach temporarily, it would obviate the trouble at present experienced. They think that it is a safe assumption that a graduate of either of these two institutions is competent to act as a substitute. The graduates of the Boston normal school are permitted to teach without further examination, though all applicants from other normal schools for positions on the force of instructors are required to pass one after graduation.

A defender of the old rule is quoted as saying, "I would not amend the rule. Take down a single barrier, and it may let in the rill that may be stopped by the pressure of a hand, but which

eventually will result in a flood. The rule is the only safeguard we have against politics in the Boston schools, and it ought not be tampered with."

The school supervisors are shortly to hold an examination to replenish the supply of teachers. This examination will be open to all applicants, and all securing the necessary percentage will be furnished with a certificate enabling them to teach in the grades for which they were examined. It is thought that this special examination will so increase the number of available substitutes that there will be a sufficient number to meet all emergencies.

## Stand by the State Normal!

The Kansas City *Times* in an editorial article headed "Farming the Training of Teachers," calls the objectionable bill now before the Missouri senate, which purports to be for the encouragement of education and educational institutions, but is in reality a blow at the state normal schools, "a job to sell the birthright of the children to private normal schools." The *Times* is perfectly right in using such forcible language and the following words also will be endorsed by all true friends of Missouri's children:

"The bill pretends to provide for the inspection of these schools; but can there be any real inspection under the circumstances? Like all other private institutions private normals will take measures to protect themselves, and they will see that the inspection they get will be of the kind they want. Should private normals be legalized to furnish Missouri her teachers, how long will it be before the country will be overrun with incompetent teachers holding diplomas from these schools? Should the bill become a law all the evils that are allowed to creep into cheap business colleges will enter these institutions and the standard of education will be necessarily lowered.

"With all care that a state institution may give it is found difficult to get the right kind of teachers. But take away this protection and the children will be left to the mercy of the trade instincts of the managers of these private institutions. . . . Moreover, why place normal schools under the ban and not the other schools of the public school system? The university, the high school, the grammar school, the district or rural school are all parts of the same plan, and the disbursement of the body will destroy its efficacy. The logical outcome of this whole matter would be to place all school matters of a public nature in private hands. . . . The passage of this bill will be a retrograde movement, and the injury that it will do the schools of the state will be almost irreparable."

The Kansas City *Journal* says:

"Is Missouri really inclined to go back to the old-fashioned boarding school business? We do not think so. Shall schools ably managed, well equipped with all modern and needful apparatus, be disowned by the state, and a fungus growth of normal schools on paper be adopted? Shall legitimate or illegitimate schools be fostered? This is the real question, and there is no doubt of it whatever.

"Private normal schools are peripatetic institutions. They settle in one place a little while and when a better offer is made by the citizens of another locality they move. They are schools on wheels, and even the Democratic senate at Jefferson City ought to understand the movable nature of these institutions of learning. There is really nothing substantial about them except the squeezing devices employed to get all the money possible out of the young people attending them.

"There is not one of them equipped in the whole country as are the regular normal schools. They are "shed boarding schools" into which raw, young people are herded, slept, and fed. Let a legislative committee, before adopting these bantlings, visit them and see for themselves.

"The idea of throwing overboard regular schools doing admirable work in order to foster the so-called schools contemplated in the senate bill is far below Swift's plan for 'extracting sunshine from green cucumbers.'"

## Milwaukee.

The Women's School Alliance, an organization formed in 1891 with the object of advancing the interests of the public schools, is doing an excellent work for the city. It does not meddle with matters of a strictly professional nature, such as methods of teaching and school administration, as societies of this kind usually do, and seems to have full confidence in Supt. Peckham's ability to direct the inner affairs of the schools. The Alliance has interested itself particularly in the hygienic wants of the children, and has already accomplished a great deal in this direction. Some time ago it called the attention of the school board to the need of improving the plumbing in several buildings. At its last meeting it made several additional suggestions, which, being of general interest, are given here in part as follows:

"Dust-laden, unclean floors are productive of throat and lung diseases in children, and are also the propagators of contagious diseases. In Minneapolis, Minn., in Walton, Mass., and in France, improved methods in sweeping and in cleaning school-houses have already been introduced.

"Resolved, That the present method of dry sweeping, together with the use of the feather duster in our school-houses be abolished, and in place thereof be substituted a thorough daily sweeping, after the floors have been well sprinkled with dampened sawdust, and that a damp cloth be used for dusting.

"Be it further resolved, That for purposes of cleanliness and disinfection, a monthly washing of all floors in all school-houses with a solution of chloride of lime be instituted. It is suggested that rope, or other suitable mats (not wire), be placed in front of the door of each school-room."

"As the physical comfort and well-being of the children of our public schools deserve consideration, it is urgently suggested that all new school-houses be furnished with adjustable seats and desks."

The Alliance has interested itself also in the truancy question, and suggests manual training as a means toward its solution.

At present the members are discussing school architecture, and the problems of ventilation and sanitation in general, and it is expected that some valuable recommendations will be made.



### Association Notes.

Nothing was wanting to make the Brooklyn meeting of the New York State Art Teachers' association last week a success. President Walter S. Goodenough had spared no efforts to provide an interesting and solidly helpful program. He is an energetic worker, a skilful organizer, and capable presiding officer. He was ably assisted by Mr. Herman P. Smith, Mr. W. H. Flint, and Miss Amy C. Reddall who arranged for a hearty reception of the members and guests of the association. The weather also favored the meeting. No wonder that the meeting was thoroughly enjoyed by all who attended it. A special treat was provided by a lecture by Mr. Goodyear on the practical value of the study of history as recorded in national art and architecture, compared with the study of political history. Mr. Goodyear is an authority on art history and has made many valuable contributions to the literature of art. His special investigations, mainly in the domain of plastic arts have won for him an enviable international reputation. To teachers he is perhaps best known as the author of an outline of the history of art, the first original work on this subject printed in the English language. A brief textbook on general history, also written by him, is used in many schools, but the author's name does not appear upon the title-page. Mr. Goodyear takes much interest in the teaching of history, literature, and art. Teachers' associations will do well to put his name on the list of desirable lecturers. The art aspect of education is beginning to be understood, and a man like Mr. Goodyear should be drawn into service to help the cause onward.

A fuller report and abstracts of the different papers presented at this meeting will appear in the next issue of THE JOURNAL. In the same number will be given also a brief account of the Cleveland meeting of the Department of Superintendence of the National Educational Association.

Denver is bound to give to the National Educational Association the best reception it ever had. The various committees are making preparations that will insure a large attendance. They have secured the lowest possible railroad rates from all parts of the country. All sorts of excursions through picturesque Colorado are to be arranged.

The Harvard Teachers' Association will hold its fourth annual meeting at Harvard university, Saturday, March 9, commencing at 9:30 A. M. A special invitation is extended to teachers and school officers. The topic of discussion will be: "Educational Values." Professor Paul Hanus, of Harvard university, will read the opening paper. He will be followed by Miss Anna Boynton Thompson, of South Braintree, Mass.; Prin. George H. Browne, of Cambridge, Mass., Professor Hugo K. Schilling, and William W. Goodwin, of Harvard university; Professor John F. Woodhull, of the Teachers college, New York city; and Secretary Frank A. Hill, of the Massachusetts state board of education. Forty minutes will then be given to general discussion. The objects of the association are to promote the development of the study of education and teaching at Harvard university, to promote the professional advancement of the members of the association, and especially to promote the free interchange of thought upon educational questions among the teachers whom the university has sent forth. It was founded in 1891, and is composed of officers and graduates of Harvard, and of persons who have been students at the university, either in term time or in the summer schools, and who are now teaching or intend to be teachers.

The Southeastern Iowa Teachers' Association recently held a meeting at Fairfield. State Supt. Sabin delivered an address of which the following is a brief abstract:

"The world has but two questions in its catechism. What can you do and what can you learn to do? These are the questions which confront every young person who graduates from our schools. The world is alarmed by the fact that our graduates, so many of them, have no definite ideas of what it means to get a living; that they are impatient of the drudgery requisite to master the details of business.

"Four years of about seven months each, cover the average school life of the child. Here is a field for the employment of power, skill, and thought. And yet in many of our schools they are entirely wanting. The educational need of Iowa to-day is the skilled workman. We have the buildings and all the appliances but they are useless without the living teacher. We need additional means for supplying trained teachers for our schools. We have one normal school; the states all about us have many times that number. We spend \$50,000 a year in normal institutes, but \$45,000 of it comes out of the pockets of the teachers. The burning question of the hour in Iowa is the training of the teacher for the common schools. This we must meet and solve."

### April Meetings.

March 9. Harvard Teachers' Association, at Harvard university, Cambridge, Mass.

April 4. Southeastern Wisconsin Teachers' Association, at the State Normal school, Milwaukee.

April 16-18. Thirty-fourth annual meeting of Ontario Educational Association and second meeting of the Dominion Educational Association.

April 18, 19, 20. Northwestern Iowa Teachers' Association, at Sioux City.

The supreme court of Wisconsin has decided that pupils cannot be compelled to do janitor work, such as sweeping the rooms, building fires, bringing in wood, etc. Whatever rules the school-boards or the teacher may make they cannot in any way punish a pupil for refusing to perform such service. The law directs that the board is to furnish the house and all supplies and service for the working of the school.

Mrs. Eisenhuth, the retiring state-superintendent of North Dakota, makes some recommendations in her annual report that are well worth adopting in all states that have not already placed them upon the statute books. All applicants for professional certificates, she asks, should be examined by a state examining board; state certificates from other states should be recognized with such provisions as are deemed wise. Every school should be required to take up manual training and to some extent also horticulture. A summer school for teachers should be established. This is what THE JOURNAL has frequently advocated. Mrs. Eisenhuth suggests also that the normal schools be furnished with a complete set of registers, report forms, courses of study, and all blanks used by teachers, and that the students be thoroughly instructed in their use. A few of the recommendations are in need of modification. It seems unjust, for instance, to exempt only primary teachers "from the usual teachers' examinations." Every teacher not holding a life diploma should possess either a third, second, or first class certificate, good for a certain length of time. The plan followed in New York is the one to adopt in North Dakota. Mrs. Eisenhuth is anxious that teachers should read along professional lines. That is certainly commendable. She suggests, "That any teacher who has completed the four years' Reading Circle course and who has secured a certificate to that effect, shall be entitled to one hundred credits on examination for certificate to teach." A better plan would be to settle upon a strictly pedagogical reading course and then base the examinations in the history, principles, methods, and civics of education upon that.

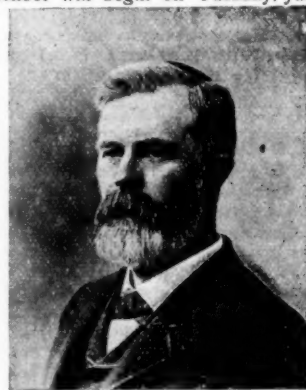
The statistical part of Mrs. Eisenhuth's report shows that the North Dakota schools have had a remarkable growth in recent years. The salaries of teachers have also been increased; in 1891, the average amount paid a month was \$35.60, in 1893 it rose to \$41.55. The total expenditure for school purposes during 1893 was \$1,081,608.77 as against \$882,239.98 in 1891.

The public schools of Bangor, Me., show a very large enrollment this year. Between 3200 and 3300 pupils are daily attending them. At the high school there are 320 pupils registered; Supt. S. P. Bradbury ("school agent" he is called there) has devoted himself particularly to the improvement of the primary schools.

Several members of the Minnesota legislature recently visited the State normal school to convince themselves that the small appropriation of \$10,000, asked for by that institution, is needed. They appear to be well pleased with the work they observed and, it is hoped, will urge speedy action on the request of the school. Minnesota ought to take pride in placing ample funds at the disposal of so excellent an institution as that at Mankato.

### National Summer School.

The eleventh annual session of this well-known summer school will begin on Tuesday, July 16, and continue for three weeks. The practical, helpful, and progressive work announced so far will be of most value to those who have had some experience in teaching, and will attract ambitious teachers from all classes of schools, public, private, and parochial. There is much of special interest to principals, superintendents, normal school instructors, and college professors.



SUPT. SHERMAN WILLIAMS, GLENS FALLS, N. Y.  
Manager National Summer School.

Special attention is called to the kindergarten and primary departments of the school. The former will be under the management of Miss Caroline T. Haven, principal of the kindergarten department of the Workingman's school, New York. Miss Sarah L. Arnold, supervisor of primary schools, Minneapolis, will have charge of the primary department. It is recommended that primary teachers and kindergartners take the courses of both departments. If this is done, special lectures will be given, without extra charge by both Miss Haven and Miss Arnold, working toward the harmonious working of the two departments.



Last Sunday night the Manitoba government and John S. Ewart, Q. C., of Winnipeg, representing the Roman Catholics of the province, were notified to appear before the Canadian cabinet, at Ottawa, on Tuesday, the 26th inst., and be heard in regard to the question of granting separate schools to the province. This has been done in accordance with the recent decision of the Imperial Privy Council that Roman Catholics have grievances against the present public schools.

There has been a renewal of heated controversies on the Manitoba school question. THE JOURNAL will bring a summary of the most important facts in next week's issue.

The movement to bring a good portrait of George Washington into every school-room, which was stated by THE JOURNAL in 1893, has spread to all parts of the country. Large numbers of pictures have been sold. In New York State the Society of the Sons of the American Revolution has taken a hand in the matter. Last

Wednesday they presented a framed copy of the famous Gilbert Stuart's Atheneum portrait of Washington to each of the public schools of New York city. The representation ceremonies took place at the hall of the board of education, Gen. Horace Porter, president of the national society, was invited to make the presentation address. President Knox of the board of education responded. In addition, there were patriotic songs, recitations, and other ceremonies.

The senate of Indiana has adopted a bill providing for the teaching of the effects of alcohol in the public schools.

A general meeting of the principals, heads of departments, and teachers of the Brooklyn public schools, will be held at four o'clock on Friday, March 1, 1895, at the girls' high school, Nostrand avenue and Halsey street, to consider the educational bill, now before the state legislature. Every Brooklyn teacher should attend this meeting.

## Hope for Consumptives.

The cure or recovery from Consumption is partly a matter of temperament. Hope, courage, habit of exercise, and proper clothing are absolutely essential to recovery. Then comes the question of nourishment. This is not a matter of medicine. You have got to have a fat food that is easily assimilated, and you have got to have it continuously, so that the excessive wasting can be stopped and a process of repair commenced.

You ought not to wait until the lungs become seriously involved and vitality becomes low. You should commence to take Scott's Emulsion of Cod-liver Oil and Hypophosphites of Lime and Soda as soon as you realize your lungs are affected. There is nothing like it. It will do wonders for you if you take it regularly as you do your meals. Your doctor will confirm this statement.

This is not a new idea. Cod-liver Oil and Hypophosphites have been used very successfully for Consumption and its kindred diseases for many years, but as they are combined in Scott's Emulsion, with Glycerine, they are of infinitely more value than taken in any other form. The reasons are obvious. The oil being properly emulsified assimilates much more easily than the plain oil. The Hypophosphites aid in the digestion of the oil, while the oil is a splendid vehicle for the introduction of the Hypophosphites into the system. Hence they are mutual helps and the potency of both is materially increased.

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### Pensions for Chicago Teachers.

It is expected that the state legislature will pass the bill establishing a mutual fund for the pensioning of retired school teachers in Chicago on half pay. A petition has been signed by over 3,000 Chicago teachers asking that the measure be adopted.

The pension fund is to be gathered from the following sources: All fines or parts of salaries deducted for absence of teachers; an assessment of one per cent. per annum on all salaries of those who are to be the beneficiaries of the law; all donations given by friends of the teachers for this special purpose; all legitimate increment from judicious investment of the unused portion of the fund from year to year. The fund will be in charge of the city treasurer, and will be controlled by the board of education, the city superintendent of schools, and two elected representatives of the teachers.

The bills give the board the right to retire any woman teacher who has taught or rendered other service in public schools for a period aggregating twenty years, and any man who has been in the school service for twenty-five years. Such teachers shall also have the right under this act to retire voluntarily and claim the pension, provided three-fifths of their period of service has been spent in Chicago. The pension in every case is to be one-half the pay received just previous to retirement, providing this does not make an amount larger than \$1,000 a year. The board is to have the right to reduce the pensions if necessary to make the payments conform with the funds in hand.

Several programs of school celebrations have been received from the South which show that extensive preparations were made to honor the name of Peabody. The outlines prepared by Supt. Sutton, of Houston, Texas, and Chancellor W. H. Payne, of the Peabody normal college, of Nashville, Tenn., are particularly noteworthy; also the circular issued by State Supt. Lafargue, of Louisiana, which contains a great deal of biographical material and suggestions as to school exercises. In a letter to the teachers of the state, Supt. Lafargue calls attention to some of the blessings which the schools owe to the liberal gifts of George Peabody and points out that the lessons which the story of his life contains could be made a power for good. He says:

"George Peabody's benefactions knew no nation, no section, no class, and no caste; he was a philanthropist in the broadest sense of that liberal term. Our elementary schools have received his bounty; the state normal school, of which we are all justly proud, was established and maintained largely through donations of his educational fund; and the state teachers institutes, so far reaching in their influence, were supported wholly, for a time, by the same fund. His benefactions to Louisiana from the year 1868, until now, reach the considerable aggregate of \$118,135.00. \* \* \* The celebration of this centennial gives us a rare opportunity to impress on the minds of the young those virtues of Peabody which made him truly great. His was not that questionable liberality which awaits the hour of death to give what it can no longer keep. It was his pleasure to be a living giver, and dying to place in trust with good men the rest of his riches."

The first woman to be tendered the nomination for the Cleveland, Ohio, school council is Mrs. Sarah M. Perkins, who is a prominent worker in the temperance and suffrage movements. She is superintendent of the infirmary work in Ohio for the Woman's Christian Temperance Union, also superintendent of the department of suffrage of the W. C. T. U. for the district which embraces Summit, Medina, and Cuyahoga counties. Her nomination, which was by the prohibition party, was entirely unsought.

A new company was recently incorporated in Jersey City which calls itself the "Condon School." The articles of incorporation declare that it is organized for the purpose of building and maintaining schools in cities throughout the country, in which will be provided a classical, mathematical, technical, or general education. Regular courses of lectures will be established, classes will be organized, and conferences and public meetings will be held, and exhibitions given with a view of promoting the interests of education. There will be a library, reading room, and writing room in each school, and they will be provided with all the current literature, new books, magazines, and newspapers.

### New York City.

Speaking of the Normal college celebration of the twenty-fifth anniversary of Dr. Thomas Hunter as president of that institution, the *Mail and Express* writes:

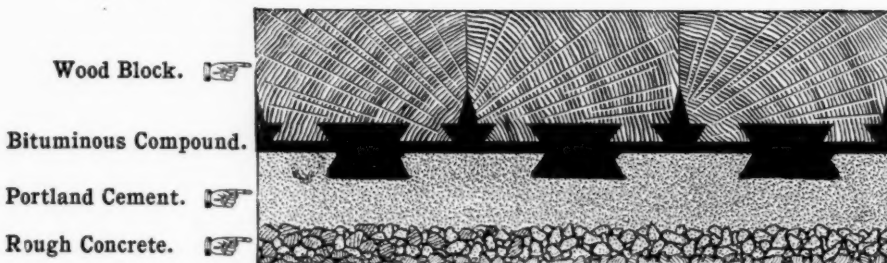
"The Normal college has held an enviable reputation throughout the country during the protracted period of Dr. Hunter's indefatigable labors as its leader. It was in a scientific school in Dublin that he received the education that prepared him, with comparatively little experience in practical teaching here, to take upon himself the onerous responsibility of conducting the great school whose fame and that of its head have been coincident. Still in his perfected prime, Dr. Hunter may long continue, it is hoped, to look down from the heights of Parnassus upon an era of cumulative progress in education, and to enjoy the tributes and substantial gifts which honored the celebration of his career of a quarter of a century in the Normal college."

The state has appropriated \$55,000 for school libraries. Of the apportionment the city received \$15,000 to which it added \$15,000 out of its own treasury, thus making a total of \$30,000. Provision has also been made to get an annual appropriation from the state and city toward the purchasing of new books. The money will be divided in proportion to the number of teachers in each building. This will make an average of between \$6 and \$7 to each instructor.

### Do You Have Asthma?

If you do, you will be glad to hear that the Kola plant, found on the Congo river, West Africa, is reported a positive cure for the disease. The Kola Importing Co., 1164 Broadway, New York, have such faith in this new discovery, that they are sending out free by mail, large trial cases of Kola Compound to all sufferers, from Asthma, who send their name and address on a postal card. Write to them.

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### A Washington Revival.

The Napoleonic revival in this country seems to be outdone by the interest taken in the personal history of George Washington in France and Russia. It is a strange world. The New York Press writes:

"In Paris and St. Petersburg the Washington mania has reached an acute stage. Only aristocrats could have been officers in the American army and moreover to have been sent to America at all implied the personal friendship of the king and the glorious Marie Antoinette. Naturally to be a descendant of one of these officers implies a very aristocratic lineage indeed. Nay, one may enter the princeliest houses on the St. Germain and on the Blois and find the commissions granted in the last century by the continental congress of the United States framed and hanging on the walls conspicuously. The commissions are countersigned by George Washington.

"Naturally these proud old nobles think a good deal of George Washington. They will show you a rusty old sword, and say that the immortal George himself presented it to some ancestor of theirs, and that it is the greatest of their heirlooms. These people would sneer at a Napoleonic sword. Napoleon was that upstart Corsican who made emigres of the old noblesse. They will have none of his belongings.

"As everybody knows who has lived in Paris, the great social ambition there is to be received by this old noblesse. They are the real Four Hundred of Paris. Since they set such store by their Washington heirlooms, it follows that any family that aims at social distinction can further its prospects by investing in an outfit of Washington heirlooms. Wares of this description are snapped up eagerly. This fact explains what to many collectors has long been a mystery, namely, why relics of the Father of his Country command three times the price in Paris than they do in London. Sometimes, indeed, they fetch higher prices in Paris than they would in New York. Any collector will tell you that America has been pretty well drained of its Washingtonian relics by this time to meet the eager demand of the Parisian market."

## Letters.

Having for some years been a subscriber to your educational papers and works, I make bold to address you on a very charitable subject and solicit your assistance.

Professor Edward Blanchard Presley, an aged teacher, now 74 years old, is in great distress. For 18 months he has been a member of my family; he has had his meals at my table and such pecuniary help as I could give him. He is stone blind and paralyzed on the right side. An association here has paid the medical fees and other little expenses of this gentleman for some two years now.

He has a small house and lot worth \$1,250 if sold now, but it is mortgaged. The interest amounts in all to \$750, and if it is not paid the mortgage will be foreclosed. He is sadly in need of money to clothe himself, etc. I think it would be a very praiseworthy and honorable thing if the teachers who are in harness and earning good salaries would send each a percentage of their salary during one month for this worthy old teacher. Mr. Presley knows nothing of this appeal.

Rev. J. F. VINCENT, M. A. (late of Lake Providence, La.)  
Salt Lake City, Utah.

In reading Mr. Mowry's article on "The Present Status of the City School Superintendent" in THE JOURNAL for February 16, I did not agree with him in what he said of the tenure of the office of the superintendent. It seems to me that a long term of office is very good, provided both su-

perintendent and school board are what they ought to be, otherwise the shorter the term the better. As an illustration: in a Western town of ten thousand inhabitants, there is a city superintendent who has held the position for five or six years. Last spring an entirely new school board was to be elected. The superintendent busied himself day and night electioneering for his candidates. When election day came, there were two tickets, and those candidates nominated by the superintendent were elected. The new board consisted of a banker (with a high school education), a lawyer, a politician in every sense of the word, an ignorant railroad engineer, a county clerk of fair education, and two lumbermen, one a German, the other a Swede, who could scarcely speak English. This new board immediately re-elected the superintendent, with an increase in salary, for a term of three years.

What kind of man would a school board like this be likely to select for superintendent or teacher? On the other hand, what do you think of a superintendent who would recommend such men for members of a school board? Will some one kindly suggest means of bettering affairs like this.

Washington, D. C.

A Young lady that graduated in our school last spring, taught this winter and died on Feb. 14. What part of her school education has she taken with her? If we knew that all graduates would die within a year after graduation would any change be made in the courses of study and methods of teaching? A part of this girl's graduating oration was read at her funeral. In it she expressed the idea that to die was simply the entrance into a world of greater opportunities for usefulness and good and that there would be no stopping of growth. I submit these questions trusting that they will lead to thought which may be useful to many readers of THE JOURNAL.

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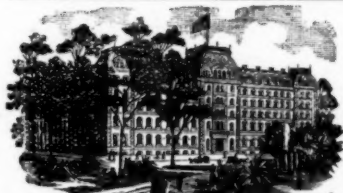
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New Books.

Every teacher feels that it is necessary to teach the pupils, before they go forth from the schools, the elements of civil government and to instil into their minds a love for American institutions, yet it is often one of the most difficult tasks she has to perform. Civil government is a subject that is beyond the comprehension of many pupils, even when they leave school. If such pupils are to take any interest in the study it must be made so attractive that they will long for the hour for this subject to arrive. We think just that result will be brought about by the use as a supplementary reader of the *Century Book for Young Americans*, by Elbridge S. Brooks. The matter is given in the form of a story. Some bright boys visit Washington in company with a well-informed person, and there inspect the different departments. They either see for themselves or have explained to them on the spot how the government is run. In connection with the narrative many historical events are interwoven and many places of interest described. The book was prepared under the auspices of the society of the Sons of the American Revolution, an organization that has accomplished a good deal in the way of teaching patriotism in the schools. It is written in such an attractive way and is so beautifully illustrated that it will be a very popular book with the boys and girls wherever it is introduced. (The Century Co., New York.)

In a volume of moderate size William Francis Collier, LL. D., has given *A History of English Literature* by means of a series of biographical sketches. The time is divided into ten periods, the literature of each of which has a character distinctly its own. Under the Pre-English era are considered the first steps in book-making, and Celtic, Anglo-Saxon, and Anglo-Norman writers. Then come the eras of English literature as follows: from the birth of Chaucer about 1328 to the introduction of printing in 1474; from 1474 to the accession of Elizabeth in 1558; from 1558 to the shutting of the theaters in 1648; from 1648 to the death of Milton in 1674; from 1674 to the first publication of *The Tatler* in 1709; from 1709 to the publication of "Pamela" in 1740; from 1740 to the death of Johnson in 1784; from 1784 to the death of Scott in 1832; from 1832 to the present time. A supplementary part is devoted to American literature. This purely literary division is a much better one than that according to sovereigns. The method of the entire book aims at enabling a student to perceive at a glance the relative importance of certain authors, so that he may form a judgment as to how to distribute his reading; some may want to confine it to certain great classics, others to pursue a more general course. One feature of the book is somewhat of a novelty and will certainly be appreciated. The author gives the different steps by which a green leaf became a printed book, and also pictures of author-life at the different periods. As the number of names that must be mentioned increased very rapidly, especially during the eighteenth and nineteenth centuries, those of minor importance have been included in supplementary lists. (T. Nelson & Sons, London, Edinburgh, and New York.)

Literary Notes.

Immediately before his death, R. L. Stevenson wrote his friend, Edmund Gosse, a doleful letter containing some sentences that read like a forecast of his impending fate, as follows: "I was not born for age. . . . I am a childless, rather bitter, very clear-eyed, blighted youth. . . . I have, in fact, lost the path that makes it easy and natural for you to descend the hill. I am going at it straight. And where I have to go down it is a precipice."



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Messrs. Potter & Putnam, of 44 East 14th street, have removed to much more convenient quarters corner of 5th ave and 13th street, N. Y.

Teachers en route to the National Educational Convention at Denver ought to make the most of their opportunities, and a stop at St. Louis, either going or returning, will more than repay them. St. Louis is fast taking the front rank as one of the great business centers of the United States, and is the gateway to the great Southwest. "The Colorado Short Line" of the Missouri Pacific Railway, reaching from St. Louis to Denver is a most desirable route. We call attention to their advertisement in another column, and in addition beg to state that their representatives will be glad to call upon anyone contemplating attending the convention in Denver in July.

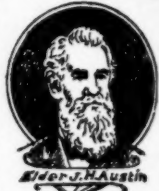
## Magazines.

A wholesome and feeling view of the woman question, by Mrs. Burton Smith, of Georgia, appears in the March *Popular Science Monthly*. Mrs. Smith entitles her essay "The Mother as a Power for Woman's Advancement," and shows that women, especially mothers, have opportunities for advancement far superior to what any proposed laws could give them. Under the title "The Birth of a Sicilian Volcano," Prof. A. S. Packard gives a picturesque illustrated description of the formation of one of the smaller cones that surround Etna. "The Lesson of the Forest Fires," is set forth by Mr. Bela Hubbard, who advocates the adoption of a comprehensive and effective national forest policy. "Wellner's Sail-Wheel Flying Machine," a somewhat novel form of air vessel, is described in an illustrated article by Miss Helene Bonfort.

The February number of *The American University Magazine* has an elaborate paper on Dartmouth's alumni in New York, with many portraits and views, and with this, papers pertaining to Columbia, Lafayette, Lehigh, Princeton, Williams, and Amherst.

## A Perfect Cure

Mr. Joel H. Austin is a man very highly esteemed by all who know him. He is now pension attorney at Goshen, Ind., and was for 20 years a Baptist missionary minister. He says: "I suffered years with swelling of my limbs, at times very painful, especially at night. I could not sleep. I have taken six bottles of Hood's Sarsaparilla, and for weeks there has not been any swelling of my feet and limbs. I have also suffered for years with catarrh in the head, which was working down into my



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## Magazines.

Mr. Gladstone has just written an article on "The Lord's Day," wherein he considers, with the fervor of conviction and the breadth of learning for which he is famous, the grounds for keeping as the Christian Sabbath the first instead of the seventh day of the week, and the proper measure and spirit of Christian Sabbath observance. The article will appear in *McClure's Magazine* for March, along with a series of portraits of Gladstone covering a period of eighty years showing him at every important epoch of his life.

One of the most important projects ever undertaken by *Scribner's Magazine* begins in the March number with the first instalment of President E. Benjamin Andrews' dramatic narrative, "A History of the Last Quarter-Century in the United States." That this will be always interesting is proved by the statement of the author's plan to his readers in the introductory paragraph, in which he tells them that they are "going upon a rapid excursion, through vast tracts, with frequent use of the camera, and not upon a topographical survey." Each instalment will be filled with what was once the sensational episode of the day, and which has been proved by time to be of great historical importance.

The April number of the *Current Literature* will be a special Floral Number, with articles and illustrations on floriculture and up to date gardening.

In the March *Forum* Frederic Harrison continues his brilliant series on the great Victorian Writers with "Charlotte Bronte's Place in Literature." Hamilton W. Mabie discusses the novel of romance and adventure, defining "The Two Eternal Types in Fiction." Dr. Northrop, "The father of village improvement," describes "The Work of Village Improvement Societies" in a number of typical towns and villages throughout New England and the West, where more beneficial results have followed their working, with some valuable hints as to the best method of organizing such societies. There is also a number of able articles on political subjects.

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## Literary Notes.

To meet the demand for a book which shall in brief compass present a concise and well-proportioned view of the historical development of the educational principles which underlie the aims and methods of modern teaching, Mr. J. P. Monroe, formerly of the Massachusetts Institute of Technology, has prepared a volume of about 250 pages, to which he gives the title, *The Educational Ideal: An Outline of its Growth in Modern Times*. The book is to be published shortly by D. C. Heath & Co., Boston.

Hunt & Eaton have nearly ready "The Literature of Theology," by Bishop J. F. Hurst. Fleming H. Revell Co. will publish *Municipal Reform Movements* by Wm. Howe Tolman, secretary of the City Vigilance league, New York.

John B. Gough, says: "For Sore Throat, especially when tending to ulceration, I have found *Fond's Extract* very beneficial."

From the New York *Tribune*, Feb. 15, 1895.

The well-known advertising agency and publishing business of Herbert Booth King & Brother, 32 East 23d St., N. Y. Their new offices face Madison square, and are opposite the entrance to the new Metropolitan Life Insurance Company's building. A feature of their new offices will be the art and literary departments where the special work of preparing advertising matter will be undertaken. Herbert Booth King & Brother, besides controlling one of the largest advertising businesses of the country, also own a large printing establishment, wherein is printed every sort and kind of circular, catalogue or periodical, including their own very successful publication, *Fashions*, which has already attained a circulation of a quarter of a million copies.

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